



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

22401 North 40th Street, Phoenix, AZ 85050

Paradise Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Excelling
2004-05 Highly Performing
2003-04 Excelling

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Marianne McMurrin Bursi
Schedule : 08:00 AM to 04:30 PM
Grades : 7-8
Web Address :
Phone Number : (480) 419-5600
Fax Number : (480) 419-5608
E-mail : mbursi@pvusd.k12.az.us

Mission

The Explorer Middle School community is committed to providing each student with opportunities to achieve academic excellence and personal success in a safe, supportive, and nurturing environment.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To advance excellence in learning for everyone.
 - a. Increase academic support programs
 - b. Enhance student achievement through the use of technology
- ü Create an environment that supports student development
 - a. Increase opportunities for student involvement
 - b. Promote programs that provide a safe and respectful atmosphere
- ü Provide all members of our school community equal access to valued knowledge
 - a. Develop a comprehensive communication plan
 - b. Evaluate and implement student support programs

Enrollment

October 1, 2005 School Year Student Enrollment : 571
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 25

Instructional Programs

- ü Honors English
- ü Inclusion Special Education
- ü LD Resource
- ü Study Island
- ü Advanced Math
- ü Accelerated Reader
- ü Literature Class
- ü Technology Integration

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 35 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

ACADEMIC EXCELLENCE

The vision of Explorer Middle School is to become a great, adolescent-centered learning community, where students are expected to meet high academic standards, contribute as positive citizens in our community, and become productive members of the 21st century. We are committed to providing innovative and challenging experiences through our curriculum, instruction, and assessment. We are dedicated to providing support and time for students to meet rigorous standards.

Parents

The staff at Explorer Middle school recognizes the role parents play in the education of their children. Parental involvement is encouraged through varied participation including school committees, student activities, volunteering, and support of team and school polices in regards to attendance, classroom instruction, and homework.

Transportation Policy

At the middle school level, students must live more than one and one-half miles from school to be eligible for transportation. Parent-signed permission slips are required for student participation on field trips.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü CAMLA Teacher of the Year	2005
ü National Board Certified Teacher	2002
ü Southwest Teacher of Foreign Language Award	2005
ü Silver Apple Award Nominee	2001

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	291	2578	78546	95	97	97	578	558	543	4	9	15	5	12	18	62	58	52	29	20	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	137	1246	38645	94	97	98	586	560	545	2	8	13	3	12	18	63	60	54	32	20	15
Male	154	1328	39792	96	97	97	570	557	542	5	11	17	8	12	17	62	57	50	25	20	15
African American	13	82	4205	87	92	97	551	541	524	NA	7	22	23	18	22	77	67	49	NA	7	7
Hispanic	19	515	31177	86	95	97	552	521	524	11	24	22	16	23	23	58	47	48	16	6	7
Asian/Pacific Islander	12	67	1940	100	99	99	610	583	580	NA	NA	5	8	13	9	42	49	53	50	37	33
American Indian/Alaskan Native	NC	34	4689	NC	94	95	NC	539	515	NC	21	28	NC	24	25	NC	38	43	NC	18	4
White	243	1878	36450	97	98	97	580	569	563	3	6	7	3	9	12	63	62	57	30	24	23
Students with Disabilities	16	226	8093	55	75	82	459	501	489	63	41	50	13	22	24	25	35	23	NA	3	2
Students without Disabilities	275	2352	70453	100	100	100	583	563	549	0	6	11	5	11	17	64	61	56	30	22	16
Limited English Proficient Students	NC	162	9323	NC	94	94	NC	483	491	NC	56	47	NC	22	28	NC	21	24	NC	1	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	33	649	34694	85	93	96	550	526	524	12	19	23	6	22	23	70	54	48	12	5	7
Non-Economically Disadvantaged	258	1929	43852	97	99	99	581	569	559	3	6	10	5	9	13	61	60	56	31	25	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	303	2617	79045	99	98	98	544	526	512	4	7	10	10	19	25	68	64	58	19	11	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	144	1261	38860	99	98	98	557	534	519	2	5	7	6	15	22	65	66	62	27	14	8
Male	159	1351	40075	99	98	97	532	518	505	5	8	12	13	22	28	70	63	54	11	7	6
African American	15	87	4250	100	98	98	519	515	500	NA	6	12	33	29	31	60	56	54	7	9	3
Hispanic	22	527	31314	100	98	98	520	491	493	NA	19	16	41	33	34	45	45	48	14	3	2
Asian/Pacific Islander	12	67	1949	100	99	99	545	541	536	8	4	4	8	10	15	42	66	66	42	19	15
American Indian/Alaskan Native	NC	36	4719	NC	100	96	NC	508	489	NC	14	15	NC	25	39	NC	50	45	NC	11	2
White	249	1897	36730	99	99	98	548	535	532	4	3	4	6	14	16	72	70	68	19	13	12
Students with Disabilities	28	263	8552	97	87	87	467	469	463	36	30	35	25	38	40	39	30	23	NA	2	1
Students without Disabilities	275	2354	70493	100	100	100	550	531	517	0	4	7	8	16	24	71	68	62	21	12	8
Limited English Proficient Students	NC	167	9355	NC	97	95	NC	448	456	NC	47	37	NC	42	48	NC	11	15	NC	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	38	667	34922	97	95	96	513	495	493	11	15	15	18	32	34	63	49	48	8	3	3
Non-Economically Disadvantaged	265	1950	44123	100	100	99	548	536	527	3	4	6	9	14	18	68	69	66	20	13	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	303	2661	79657	99	100	99	591	579	566	1	2	3	3	4	8	94	92	87	2	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	144	1280	39120	99	100	99	600	591	580	1	1	2	NA	2	4	95	95	92	3	2	2
Male	159	1378	40423	99	100	98	584	568	553	1	3	5	5	7	12	93	89	83	1	1	1
African American	15	88	4290	100	99	99	597	577	560	NA	5	4	NA	1	9	100	92	86	NA	2	1
Hispanic	22	543	31642	100	100	99	581	553	552	NA	6	5	14	10	11	77	83	84	9	1	0
Asian/Pacific Islander	12	68	1948	100	100	99	593	591	589	NA	1	1	17	3	3	83	96	91	NA	NA	4
American Indian/Alaskan Native	NC	36	4760	NC	100	97	NC	576	547	NC	NA	5	NC	6	14	NC	94	81	NC	NA	0
White	249	1925	36929	99	100	99	592	586	579	1	1	2	1	3	5	96	94	91	2	2	2
Students with Disabilities	28	302	9069	97	100	92	518	529	508	7	5	11	21	21	30	71	71	58	NA	3	1
Students without Disabilities	275	2359	70588	100	100	100	598	585	573	0	2	2	1	2	5	96	94	91	3	2	1
Limited English Proficient Students	NC	175	9521	NC	100	96	NC	499	507	NC	15	13	NC	27	24	NC	57	63	NC	1	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	38	693	35341	97	99	97	574	558	551	3	5	5	11	8	12	82	86	83	5	1	0
Non-Economically Disadvantaged	265	1968	44316	100	100	100	594	586	578	1	1	2	2	3	5	96	93	90	2	2	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	250	2561	78400	95	97	97	586	568	554	5	14	21	16	16	19	54	52	47	26	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	121	1281	38686	97	96	98	580	568	554	3	13	20	20	17	20	54	54	49	23	16	12
Male	129	1277	39636	93	98	96	592	569	554	6	15	23	12	15	18	54	51	46	28	19	13
African American	NC	77	4193	NC	97	97	NC	536	533	NC	29	32	NC	25	23	NC	43	40	NC	4	5
Hispanic	19	480	30732	100	95	97	575	530	534	NA	34	31	32	23	24	53	39	40	16	5	5
Asian/Pacific Islander	14	60	1827	93	98	99	590	588	594	NA	5	8	7	15	12	64	47	49	29	33	31
American Indian/Alaskan Native	NC	26	4536	NC	93	95	NC	544	528	NC	19	35	NC	19	25	NC	58	37	NC	4	4
White	212	1916	37038	95	98	97	587	579	575	5	9	11	15	14	14	53	56	56	26	21	19
Students with Disabilities	10	222	7840	45	76	81	NA	509	498	NA	48	60	NA	20	18	NA	30	20	NA	3	2
Students without Disabilities	240	2339	70560	100	100	99	588	573	560	4	11	17	15	16	19	54	54	50	27	19	14
Limited English Proficient Students	NC	162	8956	NC	93	95	NC	496	502	NC	65	56	NC	16	25	NC	18	18	NC	1	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	31	597	33014	94	92	95	563	533	534	6	30	31	26	24	24	61	42	40	6	5	5
Non-Economically Disadvantaged	219	1964	45386	95	99	99	590	579	569	5	9	15	14	14	15	53	55	52	28	22	18

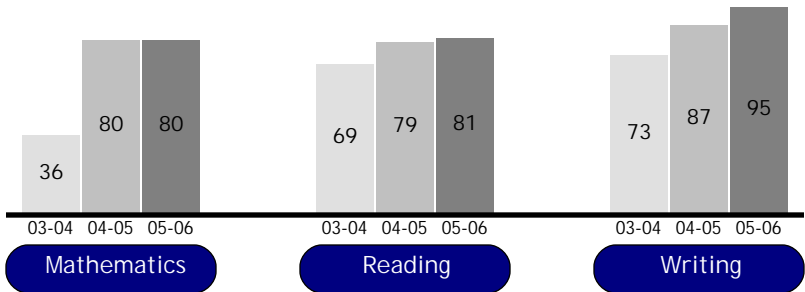
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	263	2627	79179	100	100	98	549	532	519	2	8	11	17	18	27	69	67	58	12	7	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	124	1309	38974	99	99	99	549	537	524	1	6	8	18	16	25	72	71	61	10	7	5
Male	139	1315	40124	100	100	97	549	528	513	4	10	13	16	21	28	67	62	54	14	7	4
African American	NC	77	4243	NC	97	98	NC	513	506	NC	13	14	NC	27	32	NC	55	51	NC	5	3
Hispanic	19	502	30987	100	100	99	540	494	498	NA	22	17	26	33	36	74	44	45	NA	1	1
Asian/Pacific Islander	15	61	1832	100	100	99	536	533	543	7	8	4	7	16	17	87	70	69	NA	5	10
American Indian/Alaskan Native	NC	29	4573	NC	100	96	NC	515	494	NC	3	16	NC	41	41	NC	52	42	NC	3	1
White	223	1956	37467	100	100	98	551	543	539	2	4	5	16	14	17	68	73	70	13	9	8
Students with Disabilities	23	287	8567	100	98	88	490	476	467	4	31	39	65	37	38	26	29	22	4	3	1
Students without Disabilities	240	2340	70612	100	100	99	554	539	524	2	5	7	12	16	25	73	71	62	13	8	5
Limited English Proficient Students	NC	173	9013	NC	99	95	NC	448	461	NC	56	40	NC	37	48	NC	7	12	NC	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	33	622	33345	100	96	96	526	498	499	NA	18	17	33	33	36	64	48	46	3	1	1
Non-Economically Disadvantaged	230	2005	45834	100	100	99	552	543	533	3	5	7	14	14	19	70	72	67	13	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	260	2641	79734	99	100	99	583	566	554	1	2	3	4	13	19	95	85	78	NA	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	125	1320	39243	100	99	99	587	578	568	1	1	2	3	7	12	96	91	85	NA	1	1
Male	135	1318	40413	98	100	98	579	554	541	1	3	4	5	18	26	94	79	70	NA	0	0
African American	NC	78	4285	NC	99	99	NC	552	548	NC	3	3	NC	18	22	NC	79	74	NC	NA	0
Hispanic	19	507	31254	100	100	99	579	538	539	NA	6	5	11	24	25	89	70	70	NA	0	0
Asian/Pacific Islander	15	61	1837	100	100	99	583	569	579	NA	2	1	7	11	9	93	85	87	NA	2	2
American Indian/Alaskan Native	NC	29	4613	NC	100	97	NC	552	535	NC	3	4	NC	21	29	NC	76	67	NC	NA	0
White	220	1964	37668	99	100	99	583	574	569	1	1	1	4	9	13	95	89	85	NA	1	1
Students with Disabilities	19	293	8943	86	100	92	529	515	495	11	7	11	16	40	51	74	50	38	NA	3	1
Students without Disabilities	241	2348	70791	100	100	100	586	572	561	NA	1	2	3	9	15	97	89	83	NA	1	0
Limited English Proficient Students	NC	177	9138	NC	100	97	NC	480	492	NC	18	13	NC	50	46	NC	32	40	NC	1	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	31	633	33718	94	98	97	568	541	538	NA	4	5	6	24	26	94	72	69	NA	1	0
Non-Economically Disadvantaged	229	2008	46016	100	100	100	585	574	567	1	1	2	4	9	14	95	89	84	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	96	65	NA	54	100	58	57	50	98	73	65	54
	Language	97	74	69	58	100	63	61	52	98	78	68	58
	Mathematics	97	73	73	62	100	64	59	50	94	73	65	54
8	Reading	96	66	NA	55	100	62	59	51	100	75	67	58
	Language	99	68	62	52	100	61	58	50	98	72	65	56
	Mathematics	99	69	71	61	100	68	63	53	95	75	67	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Explorer Middle School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Parent/Educator Relations
- Ü Instructional Strategies
- Ü School Action Plan
- Ü Student Discipline
- Ü School District Budget Allocation

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	32.00
Other Professional Staff	5.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	1	0	0
4 to 6 years	3	4	0	0
7 to 9 years	1	0	0	0
10 or more years	7	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	271
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- Ü Four Computer Labs
- Ü One Broadcasting Studio
- Ü One Competition Size Gymnasium
- Ü Fully Equipped Science Labs

Extracurricular Activities

- Ü Performing Arts
- Ü National Junior Honor Society
- Ü Intramural and Festival Sports Programs
- Ü Community Service Projects
- Ü Student Council
- Ü Chess Club
- Ü Peer Facilitators
- Ü Peer Tutors

Social Services

- Ü Afterschool Programs
- Ü Crisis Intervention
- Ü Counseling Services
- Ü Recreational Activities

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Curriculum maps outlining course content and instructional sequence were completed for all subject areas and departments.
- ü Standardized test scores exceeded state and national averages in Reading, Math, and Writing.
- ü All staff members were trained in the use of Thinking Maps, a common visual language tool to enhance student achievement. Thinking Maps are utilized as an instructional tool in all classrooms.
- ü All staff members were trained in identifying the Power Standards and Unwrapping the State Standards for each content area. All instruction is standards-based and standards driven.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Explorer School has developed a comprehensive school-wide emergency crisis management plan. This plan is designed to have in place a program that ensures the safety of students and staff.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Marianne Bursi	(480) 419-5600
Transportation Policy	Jeffrey Cook	(602) 493-6320
Community Resources	Karen Hearn	(602) 867-5109
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Jane Barrett	(480) 419-5600
Student Health/Nurse	Karen Reuter	(602) 787-5071

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.